

Clear and To The Point Question Follow-up

There were two questions asked during our January 28 webinar “Clear and to the Point” that went unanswered during the live session. We followed up with our presenter, Kathryn Bauchelle, and she provided the answers below.

How do the CLAS standards bridge into this discussion - culturally and linguistically appropriate language?

I really can't comment on this one because I have no familiarity with the CLAS standards.

What "grade level" of read-ability should we have as a general goal? What does she think about "grade levels" with read-ability?

This is a great question. I tend to avoid grade levels when talking about our (adult) clients, as grade levels are designed for children who are learning in quite a different way and for different reasons than adults. That said, grade levels can still be a useful benchmark simply because they are more widely understood than some measurements. I tend to fall in line with the experts on this and aim for a high score on the Flesch-Kincaid Reading Ease charts (they also have a test for grade level): https://en.wikipedia.org/wiki/Flesch%E2%80%93Kincaid_readability_tests

Microsoft Word has a built in reading ease test as well.

Some people say that we're insulting our readers if we aim for too good a score on the reading ease charts; while I think that can be true in certain instances, overall I don't agree. I think all of us are thankful for some ease while reading and the material doesn't have to be over-simplified to achieve it.